THE COMPASS

AMERICAN ASSOCIATION OF SOCIAL WORKERS

Volume XXV March 1944 Number 3

SCHOOL OF SOCIAL WORK
University of Illinois
Navy Pier, CHICAGO

CALL TO THE 1944 DELEGATE CONFERENCE

GROUP WORK IN WARTIME

SOCIAL WORK AND MERIT SYSTEM RECRUITING

MEDICAL SOCIAL SERVICE FOR MERCHANT SEAMEN

LIBRARY
ELIZABETH McCORMICK MEMORIAL FUND
848 North Dearborn Street
Chicago

THE COMPASS

VOL. XXV MARCH 1944 NO. 3

PUBLICATION OF THE
AMERICAN ASSOCIATION OF SOCIAL WORKERS

Officers

Grace L. Coyle, *Pres.*
Ruth Gartland, *1st V-Pres.*
William W. Burke, *2nd V-Pres.*
Margaret Yates, *3rd V-Pres.*
Esther Twente, *Secy.*
Paul L. Benjamin, *Treas.*
Joseph P. Anderson, *Executive Secretary*
Gertrude Binder, *Assistant Executive Secretary*

CONTENTS

Group Work: Frontiers and Foundations—In Wartime . . 3
Medical Social Service Program of the War Shipping Administration 9
1944 Delegate Conference 12
Personnel—Training—Recruiting 13
Twenty-fifth Annual Meeting of AASSW 18
National Standing Committees 19
The Role of the Social Work Profession in Merit System Recruiting 21
Compass Exchange 25
Report on Association Finances 30

THE COMPASS is published six times a year in November, January, March, April, June and September. Publication office, 374 Broadway, Albany 7, N. Y. Editorial and General office, 130 East 22nd Street, New York 10, N. Y. Edited by the staff. Entry as second-class matter at the post office at Albany, N. Y. Acceptance for mailing at the special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized June 28, 1924.

Subscription: Non-members $1.00 per annum. Special student rate $.50 per annum.

Subscription of members of the Association included in annual dues.

GROUP WORK: FRONTIERS AND FOUNDATIONS—IN WARTIME

By **Harleigh B. Trecker,** Associate Professor, Graduate School of Social Work, University of Southern California

GENERAL DOUGLAS MACARTHUR asked for group workers. Women, he specified, "who would do *group work,* not soloists", so reports Helen Hall in her recent account of American Red Cross service clubs in New Guinea.[1] This thrilling story of group work operations as far flung as the war itself is symbolic of the frontier.

From a year end bulletin we read, "There are now 2,649 USO operations, 890 of which are community conducted. USO Clubs total 1,768, and all but 600 of these are agency conducted, with the exception of 126 which are overseas. The USO professional staff employed at USO operations now totals 2,791. There are operations now in 1,278 cities and towns in the continental United States and overseas." [2]

Group workers spread the news, "The War Chest has allocated $234,000 for a special group work project with youth." The release went on to state, "The Los Angeles Youth Project is a special project recently initiated by ten voluntary youth service agencies to provide greatly expanded group work and recreation service with youth in the central and eastern sections of the city. These are the districts with heaviest racial minority population, and in which there are evident racial tensions, high delinquency, low economic status and poor housing." [3]

The newspaper account informed us that, "The new community building at 8450 North Johnswood Drive designed to serve the war suburb of St. Johns Woods will open at 7:45 p.m. Wednesday. The new building will provide a center for community life for the 4,500 project residents who are employed chiefly at the Swan Island and Oregon shipyards, Portland." [4]

With reference to 1943: "Leisure time agencies now receive the largest block of total community chest funds — 29 per cent — supplanting family service and dependency agencies which held the preferred position several years ago. These agencies now receive nearly 21 per cent of the total chest funds." [5]

These terse paragraphs assembled at random are an indication of the enormous growth and expansion of group work. Like the old woman who lived in a shoe, group work has so many children she knows not what to do. Sought after from all sides group work is doing a vital and essential wartime job. The nature of the frontier in group work is obscured by the strident urgency of the calls for service. Some persons feel that group work has behaved like the man who mounted his horse and rode in all directions. They might question whether or not the foundations of group work are strong enough to support the superstructure of programs that have emerged in the war years. They rightly wonder if there is enough personnel with insight, understanding, and skill to work both

Mr. Trecker has been in charge of the group work curriculum at the University of Southern California since 1941. Prior to that he was for four years on the faculty of George Williams College, Chicago, teaching group work. He is a graduate of the University of Chicago School of Social Service Administration; a member of the Central Committee, American Association for the Study of Group Work and a member of the Group Work Section Committee of the National Conference of Social Work.

[1] Helen Hall, "Red Cross Under the Southern Cross," *Survey Graphic,* January 1944.

[2] Army-Navy Y. M. C. A. Bulletin, December 1943.

[3] The Los Angeles Youth Project, November 22, 1943 (mimeographed release).

[4] September 1, 1943, clipping supplied by Barbara Ross, Project Services Advisor Portland Housing Authority.

[5] *Survey Midmonthly,* October 1943, p. 281.

at the frontier and maintain regular services as well. It is the purpose of this article to examine group work frontiers in relation to the foundations of method that have come to be accepted as basic to good group work practice.

What qualities seemed to characterize group work developments in wartime? Like all of social work in the emergency, programs using the group work method have been put into operation with amazing speed. It cannot be said that high drama characterized the outward push to the frontier. In fact, in the early days of the war many persons questioned whether or not the glamour lacking activities of group work would receive support and leadership. But, there has been great growth. Why the great growth? Modifications that result from pressure should be examined. In the case of group work it seems evident that its growth is in response to a national need. The war is a cooperative effort of gigantic proportions. It calls for people skilled in human collaboration and collective action. The goal to be achieved by victory is itself a mark of recognition for group work because peace, world security and justice can be realized only when persons learn how to live and work together. In a more specific sense the demand for group work grows out of local community situations. Consider: (1) The huge number in the armed forces and adjustment spiral created by this mobilization; (2) The tremendous in-migration and resultant dislocations; (3) The precarious position of youth to paraphrase the song, "neither old enough nor young enough" to get attention; (4) The industrial expansion and output which staggers the imagination but takes its toll in fatigue; (5) The hundreds of new communities born as a direct result of the war; (6) The pressures, tensions, fears—the termites that weaken morale. Yes, we know why group work is in the spotlight today. Perhaps the public does not in every instance identify the method, program and service as group work. It is certain, however, that as always the need for group work has emerged out of specific human relationship problems which call for the understandings and skills of the group worker.

After years of discussing "What is social group work?" it is a pleasure to be able to say that there is growing agreement that group work is *a method in social work.* Group work is not a profession—social work is the profession. Group work is not an agency—it is a way of carrying out all or part of the function of an agency. Group work is not a type of service—it is a way of rendering various community services. Group work is not a particular kind of group or program—it is a process to use in varying degree with many groups. Group work is not a particular activity—it is work with people in relation to each other. Group work is a method of developing and utilizing the processes of interaction within groups. The desired outcome is the social development of the individual and the group in the community. Its usefulness in social work is emphasized by the following description: "Modern social work may be described as a professional service to people for the purpose of assisting them, as individuals or groups, to attain satisfying relationships and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community." [6]

What are the basic elements in the group work method? Conceivably the increased widespread usage of the group work method rests on the belief that such an approach is desirable in certain situations. In other words, group work is one way, perhaps the better way to provide certain opportunities and experiences. Foundation stones in the group work method are at least six in number:

1. **Voluntary participation on the part of group members is fundamental.**
2. **Group formation in terms of mutuality of interest and purpose; a common striving is required.**
3. **Group leadership equipped with understanding and skill in the art of helping people relate themselves to each other is essential.**
4. **The motivating force is the interaction of the group members themselves.**
5. **Movement and program development is tuned to the ability and needs of the group.**
6. **Ultimate evaluation is in terms of individual and group growth.**

These points do not constitute a refinement of the group work method in minute detail. They are sufficient to indicate that certain community needs can be best met by workers able to utilize this approach.

It may be argued that a method cannot have a purpose apart from its larger context. True, the purposes of group work are the purposes of social work. However, it is not unreasonable to presume that community services when developed and carried on by means of group work result in the attainment of plus values which in themselves become purposes. Particularly in wartime do people need the psychological plus which results

[6] Arlien Johnson, "Social Work as a Profession," *Social Work Yearbook,* 1943, p. 511.

from good group work. Group work seeks to provide:

1. A variety of group experiences needed by all persons as a means of social adjustment.
2. A laboratory within which individuals may develop their own capacity to participate intelligently in the groups and communities of which they are a part.
3. The satisfaction of achievement through group enterprise.
4. Security, acceptance, belonging with our contemporaries.
5. Social creativity through self-expression and cooperation.
6. Relaxation and release from tensions.

Current community conditions enhance and lend validity to these purposes.

In the paragraphs that follow we look at the group work method in new settings. In so doing we do not mean to ignore the regular on-going work in the familiar settings. In reality and in operation we cannot separate the new from the old any more than we can separate the war from the peace or the domestic from the international economy. The truth is that group work has been able to go into new settings because it has proved itself on the established fronts.

At the front—with fighting men and women—

"Everything for the boys" a slogan heard over the air calls attention to the philosophy of the times which naturally and rightly puts the needs of the military in first place. The organizations making magnificant contributions include the United Service Organizations, the American Red Cross Service Clubs, and Hospital programs,[7] the United Seaman's Service, Special Services of the Army and Navy, plus scores of locally initiated programs and projects. Speaking for the Recreation Division of the Office of Community War Services, Mark McCloskey said, "A great stream of service is pouring out of the heart of America in response to war born needs." [8] It would be impossible without writing several volumes to give anything like a full account of these hundreds of new programs. However, even as the story unfolds we are certain that significant gains have been made along several lines. (1) There has been an increase in the number and type of facilities available for group activities. (2) Community organization as represented in interagency cooperation and planning has matured and through the test of war has proven itself. (3) Hundreds of thousands of the participants in the military programs are entering into an organized group work program for the first time. (4) The same holds for volunteer leaders in these war programs, thousands of them are volunteering for the first time. (5) The programs themselves are rich in innovation as broad participation and new leadership creates new content.

Out of the experience of working with the military, workers have learned the meaning attached to the unnatural and abnormal situation of war and war training. They have seen the various stages in adjustment as civilian becomes soldier. They have recognized the tremendous need for change and contrast because military training is of necessity rigorous and regimented. Glimpsed early and now more appreciated is the fact that entertainment is not sufficient in itself as a program—men and women must participate in planning and carrying out their own interests insofar as possible. Group workers have learned how to guide activities of a short duration type. They have become more adept at working with large groups and utilizing small units within the large. They have learned the necessity of relating military and community programs so they appear as one. In examining group work in the USO as one of the war born and war focused agencies Robert Heininger stresses three fundamental criteria of good group work practice and feels that in large measure they are being met by USO operations. He says:

> An accepted indication of good group work practice is that the content of an activity program must be considered in the light of the human relations it involves. Group workers have learned to be less concerned about the development of skills in arts and crafts, dramatics or photography than about the ways in which experiences in these activities fulfill the needs of the group members for contacts and responses from others. . . . A second generally accepted indication of good group work practice is based on the belief that opportunities for creative experience bring forth more worthwhile results than a formalized program of activity. . . . The third element of good practice involves our belief in democratic participation in planning and executing programs, and the relation of experience to the assumption of responsibility in a broader social sense. . . . Group work in the USO is dependent on the skill of the workers in putting these beliefs into practice. They recognize their tremendous opportunity. Through it they are making an important contribution to group work's increasing professional maturity.[9]

As the war moves forward to a conclusion from a fighting standpoint the work of many of these agencies will not cease but will be modified in terms of a new goal. During the

[7] Pauline I. McCready, "Social Work Components in a Hospital Recreation Program," THE COMPASS, January 1944.

[8] Mark A. McCloskey, "Welcome Soldier," *Survey Graphic*, October 1943.

[9] Robert M. Heininger, "Group Work in the USO", *Survey Midmonthly*, May 1943.

demobilization period an even greater strain will be put on these facilities for just as great adjustments were required for war, equally great adjustments will be a prerequisite for peace time living.

With men, women and youth in industry—

The war has brought peak employment. Hundreds of new industrial plants and areas, thousands of new workers, great pressures for production have given new importance to the place of group activities in the work setting. It cannot be said that recreation for industrial workers is new. For many years certain large firms have provided both facilities and leadership. Today, however, the volume of program is much greater and the organizations concerning themselves with the need have multiplied. Six main avenues of stimulation and operation are clear in the area of programs for war workers: municipal recreation departments, the established voluntary agencies, the USO, the unions, the Office of Community War Services, and the companies themselves are sharing in the job. Program offerings have expanded beyond the earlier concentration on sports and athletic activities. The value, in fact the necessity of worker participation in planning and conducting programs is being recognized. The need to integrate these programs with the rest of the community is now a number one planning need. If we are convinced that the post-war world must likewise be a world of full employment valuable learnings should come from this present situation. Though the purpose of the programs may be defined in terms of morale and production goals today, tomorrow it must be broadened to include wider concerns of community living. We know that the vocational group is a vital one in the life of the person. As a basis for organization of programs it is proving to be challenging.

Housing is not shelter alone—

These words introduced the first report on community activities in public housing almost three years ago.[10] More recently The Federal Public Housing Authority proposed the establishment of the position of project services adviser in order to carry out its responsibility:

> for the provision of facilities and services essential to the needs of war housing tenants for protection, safety, sanitation, recreation, education, child care, health, and tenant maintenance. This responsibility includes (1) utilizing to the fullest extent possible facilities and services accessible in the community resources available through other public and private agencies primarily responsible for the provision of community service programs, and (2) developing and utilizing fully the initiative and abilities of project tenants.[11]

This specification would seem to call for the skills of the group worker educated to recognize the needs of the community and to help individuals and groups in the assumption of responsibilities which grow out of group living.

In the housing setting, more than elsewhere, every age group is reached. The range of program activities is as wide as life itself. The leadership is naturally indigenous to the community. Cooperation with community resource agencies is essential. In some projects the housing agency employs its own personnel. In others public departments place workers. Frequently voluntary agency programs make themselves available at the request of the project residents. Desirable in every case is the goal of integrating project with community.

Every indication is that public housing will be a major focus of postwar reconstruction. The best method of providing community services is not yet clear. It is clear that the initiative, resourcefulness, and complete participation of the residents is a basic necessity. This is a mark of good group work leadership.

Teen-age centers—A place of their own—

Before Pearl Harbor the American Youth Commission warned:

> The use of leisure time is a problem that has been increasing in importance for decades. . . . The availability of public or non-profit leisure time services is much less general than may be supposed. In only a few cases are the needs of youth adequately met by existing community programs which appeal mainly to children under 16 and to adults who have become established in the community. . . . Assistance in the operation of community leisure-time enterprises should be recognized as a form of service especially appropriate for youth. Definite efforts should be made on as permanent a basis as possible to mobilize youth effort for mutual benefit of youth and the community, and young people should share in the planning of programs. . . . It may be that one cause of difficulty in program building for youth in the late adolescent years is the general tendency toward too much management by adult leaders.[12]

Teen-Town, Columbia, Missouri; Bombardier, YWCA, DesMoines, Iowa; The Ranch House, Arkansas City, Kansas; The Gung-Ho Club, Pasadena, California; Campus Center, Casper, Wyoming; House of Friendship, Jacksonville, Florida; and scores of similar "places of their own," loom

[10] United States Housing Authority, *Community Activities in Public Housing*, May 1941.

[11] Arlien Johnson, *Professional Education for Social Welfare Services in Wartime*, 1943, p. 25.

[12] American Youth Commission, *Youth and the Future*, 1942, p. 153 ff.

large as a partial answer to the problem raised by the Commission. Group workers have always worked with youth. In few instances have their efforts and programs been as inclusive as both they and the youth desired. Today the national spotlight has swung away from military needs alone and rests squarely on youth needs in local communities. With a new-found wisdom communities are recognizing the fact that youth old enough to fight and work on the production front are likewise old enough to take a larger share in making provision for their own programs. The teen-age centers are frequently spontaneous in origin. Usually they command the attention and help of established agency and community groups. They are youth governed, youth operated. Programs for 14 to 18 year olds predominate. Naturally they are co-educational and utilize dancing as a primary, though by no means single activity. Food as an adjunct to sociability is sold on a cost basis. It would seem that the somewhat belated national recognition accorded to youth needs is being expressed in the teen-age centers. It should be pointed out that frequently these centers attract only the well-adjusted youth who are most easily reached. They may not be of such great value to youth less able to take advantage of social opportunities. Furthermore an initial interest in social recreation may well be a good starting point but longer term planning will call for a much more inclusive program.

Group work as therapy—Group work in the clinical setting—

For several years explorations have been underway which now reveal the diagnostic and therapeutic potentialities within group activities for children. This interesting and important frontier is presented in recent published accounts of work done in New York, Chicago, and Detroit.[13] Much has been learned from the experiences and writing of Slavson, Spiker and Svendsen, and Redl. In many respects the use of group work as therapy represents an intensification of the normal group work process and an endeavor to utilize it on a highly individualized basis. From these explorations we are beginning to understand more about the basis of group formation for individual development, more about the need for a satisfactory relationship between the group members and the worker; more about the effect of member on member, and more about the value of controlled group experience. Though the amount of experience in this type of usage of group work is limited it has already yielded so much of value that expansion is indicated.

Community planning and inter-agency relationships—

All of social work has improved in its planning, cooperation, and joint operation. In discussing services for children the 1940 White House Conference underlined *the greatest need* to be "the planning of services and the coordination of resources."[14] With the coming of vast war-created needs planning and coordination have made gains under the forced draft of emergency action. Through the Office of Civilian Defense, the Office of Community War Services, the United Service Organizations, and scores of local councils, agencies have come together to consider problems of distribution and types of services in relation to needs. A recent national effort in collaboration is the formation of the Associated Youth Serving Organizations which brings together some of the major national youth agencies for purposes of joint study and action. Similar but on a local scale in communities such as Los Angeles the youth serving agencies are working together on a large scale project designed to meet war time needs. At both national and local levels the planning process has made significant strides. Both a better quality and a better distribution of group work service may be anticipated.

Another effort in the field of joint planning is the Conference of Professional Schools of Recreation and Group Work. Set up in 1943 to foster closer cooperation among the educational centers preparing workers for the field this Conference has worked closely with the agencies and is formulating plans for enlarged educational offerings so clearly needed in group work.[15]

Gains for group work during this war period—

Though too early for certainty, and too fluctuating to be definite it would appear that the gains for group work reside in these categories of evidence:

1. **Group work has achieved a place of larger prominence and a value in social work and in the community at large. There is reason to suspect that this contemporary prominence may transform itself into permanence.**

[13] S. R. Slavson, *An Introduction to Group Therapy*, The Commonwealth Fund, New York, 1943.
Dorothy Spiker, Margaret Svendsen, et al. *An Experimental Project in the Integration of Casework and Group Work Services for Children*, Illinois Department of Public Welfare, 1943.
Fritz Redl, "Diagnostic Group Work," *American Journal of Orthopsychiatry*, January 1944.

[14] White House Conference on Children in a Democracy, Final Report, January 1940, p. 211.

[15] Clara Kaiser, "Wartime Changes in Group Work Schools", *The Group*, November 1943.

2. Group work is reaching more participants than previously, especially in the youth area.
3. Group work has strengthened its volunteer leadership corps and has improved its processes of volunteer training.[16]
4. Group work programs are richer in depth and meaning particularly from the point of community service.
5. Group work planning on an inter-agency basis has been carried to new levels. Better coverage and distribution has been the result.
6. Group work as a method and process has been recognized by organizations and agencies in a wide variety of settings. This has tended to improve the work of the agencies and has yielded much of benefit for group work itself.

Opportunities for group work in the post war era—

Any consideration of the post-war era means that we must define it as a time entity. Though we cannot see very far ahead in terms of detail it is possible to discern two basic periods. First, we shall face the immediate period of readjustment which will follow victory. Then, we shall move into the longer period of reconstruction on a national and world-wide basis. We may as well think about some of the probable uses of group work during the first period of readjustment.

1. The problem of national morale once victory is won will be even greater than during the war. Removal of the motivation of winning will require the formulation of new goals as a substitute. We must provide a setting and a leadership where youth and adults may study, think, and discuss the new needs that will be present.
2. Participation in the war effort has been a national by-word. Will participation in the peace effort be equally central? Group work has as one of its fundamentals, voluntary participation. It will continue to be an important avenue of preparation for participation in the collective enterprise of rebuilding.
3. Millions of men, women, and children will change occupations, even their homes, as the migrations of de-mobilization occur. Though it will not be mobilization in reverse, similar adjustments will be called for. Group work helps people belong, become related to other people, get roots in communities. Here lies a vast area of work to be done.
4. Youth may face a very puzzling and contradictory situation. Unwanted in the '30s, in demand in the '40s, a veritable teeter-totter. What about after the war? A real place in the community, adequate education, recreation, health, and work experience should be provided which in itself will call for the maximum contribution of youth thinking and youth leadership. A group work problem of sizable proportions is before us. Much can be done to ease the shock and prepare the way.

We can but agree with S. R. Slavson who says, "A greatly modified world is emerging. . . . There will be, as there has been for some years now, a pressing need for a better understanding of the group process in human living and in social development. Group workers will need to extend their abilities, to articulate their new found knowledge as well, and to effectuate it as an instrument in social living." [17]

[16] Helen Rice, *Cooperative Training Courses for Volunteers in Group Work,"* unpublished Master of Social Work Thesis, Graduate School of Social Work, University of Southern California, 1943.

[17] S. R. Slavson, "Next Steps for Group Workers", 1943 Proceedings—American Association for the Study of Group Work.

National Office Changes

The membership of the Association will learn with regret that Mrs. Elisabeth Mills, Associate Executive Secretary, resigned from the national staff on February 1, 1944. Mrs. Mills has been a member of the staff since 1938. First in her position as Assistant Executive Secretary and later as Acting Executive Secretary, Mrs. Mills rendered outstanding service to the Association. We know that the membership joins the officers and staff in extending to Mrs. Mills best wishes for the future.

Gertrude Binder has joined the national staff as Assistant Executive Secretary on a temporary basis, effective February 1, 1944. Miss Binder is assuming major responsibility for the recruiting campaign being carried on by the Wartime Committee on Personnel and will carry some responsibility in connection with AASW publications. Miss Binder comes to the AASW from a position with the National Nursing Council for War Service where she had been working on the recruiting campaign for nurses. Previous to that, Miss Binder was on the staff of the Federation of Social Agencies in Pittsburgh.

Delegate Conference Call in this issue

MEDICAL SOCIAL SERVICE PROGRAM OF THE WAR SHIPPING ADMINISTRATION[1]

By **Madeline Oldfield,** Supervisor of Medical Social Work, Medical Division, War Shipping Administration and United Seamen's Service

THE Merchant Marine has been called the "right bower" of the military forces. The men of the Merchant Marine, however, do not have military status. In the early part of 1942, merchant seamen were referred to as forgotten men. The nation's mind at that time was centered upon the armed forces, although the enemy's war on American shipping was well under way. Survivors were returning to their home ports in a state of bewilderment and in need of all types of medical care. Hospital and clinic care was provided by Marine Hospitals of the U. S. Public Health Service. It was obvious to the doctors, nurses, and social workers at that time that in addition to surgical and medical conditions, an increasing number of seamen suffered from war neuroses similar to those found among the armed forces. Many of those who did not need hospital care wandered footloose in the ports or tried to rest in their own homes.

Miss Oldfield was loaned to the Medical Division of the War Shipping Administration by the U. S. Public Health Service where she organized hospital social work in Marine Hospitals in the Port of New York and was in supervisory charge of these coordinated hospital services. During the first World War Miss Oldfield served as Chief Nurse of a Red Cross public health unit.

Individuals and voluntary groups in New York and other ports became interested and organized recreational programs through which these men might find relaxation. It was soon learned that many were not ready for dancing parties and clubs. They were too restless and nervous and life ashore imposed additional strains that many of them were not able to manage. Convalescent facilities available in New York were inadequate for such men as well as those leaving hospitals. In other ports they were operated for residents only.

Two cases will serve as examples of these war casualties. One seaman patient told the social worker at the Marine Hospital Clinic that he wanted to rest, away from his home. This was not because his home life was unhappy, but because he was too nervous and irritable. The other seaman patient stated that he could remain at home no longer because of the effect his nightmares had on his family.

We were also well aware of the need for neuropsychiatric care for many men in preparation for another sea voyage with its hazards and great strain. The less sturdy individuals needed a work alternative to deep sea duty.

Then came the War Shipping Administration's medical program. The War Shipping Administration, which is under the direction of Admiral Emory S. Land, is a wartime agency. It was established by executive order in February 1942, to assume for the duration those functions and powers of the United States Maritime Commission which relate to the operation of merchant ships and the training of proper personnel. The Recruitment and Manning Organization of the War Shipping Administration stands for what its name implies and its work is carried on by four divisions: Recruitment, Manning of Ships, the Service Division, concerned with the conservation of American seagoing manpower in home ports and abroad, and the Medical Division, created in the fall of 1942, for health work among seamen not provided by the United States Marine Hospital of the United States Public Health Service.

The United Seamen's Service, a private, non-profit corporation, was organized at the instance of the War Shipping Administration to attend to the basic human needs of merchant seamen on board ship and in port.

[1] Paper read at Annual Meeting of the American Psychiatric Association, Detroit, May 1943.

Proposals for Membership Action will be in April issue

Services include recreation clubs and hotels in crowded ports all over the world. The Personal Service Division is concerned with any non-medical problems of seamen and their dependents.

The medical program of the War Shipping Administration, brought about by the war hazards of merchant seamen, provides for meeting survivors and repatriated seamen returning to American ports in need of medicale care; for referring to U. S. Public Health hospitals and clinic facilities those in need of hospital or out-patient care; and operates rest centers designed to care for merchant seamen suffering from war neuroses, fatigue, and medical and surgical conditions.

Medical social work is an integral service of the Medical Division of the War Shipping Administration. The worker is located at the Port Medical Office. She works in close cooperation with the physician who is the medical supervisor. Because of her training and professional experience, the medical social worker appears to be best suited to the position of medical admitting officer for the Merchant Marine Rest Center. With the physician, she shares the responsibility of developing the organization necessary for the progress of the medical program in the Port. Thus far, medical admitting offices are operated in ten ports—Boston, New York, Philadelphia, Baltimore, Norfolk, Mobile, New Orleans, San Francisco, Los Angeles, and Seattle. The responsibilities of the medical social worker are as follows:

Public Relations: Other health and social welfare agencies and merchant seamen in the port are made acquainted with the medical and convalescent facilities available to merchant seamen through the War Shipping Administration, the clinics and Marine Hospitals of the United States Public Health Service and the facilities of United Seamen's Service.

Repatriation Service: Survivors and other repatriated merchant seamen are met upon arrival in port.

Admission to Rest Center: Seamen are admitted to the Merchant Marine Rest Centers through Port Medical Offices in accordance with certain requirements.

Medical Social Follow-up: The worker visits the rest center on a schedule worked out with the doctor in charge, to be available to help with any problems that may have arisen. Interest in the man continues after his discharge from the rest center. As for example, one patient, a New Zealander, was found to be over-anxious about his future employment status since sailing on an American ship. A letter to the Legation put his mind at rest. Another was found to require consultation with an eye surgeon before filing application for a training course. An appointment was arranged, the patient left on a pass for the examination. The prognosis proved to be unfavorable, but the doctor in charge of the rest center interpreted the eye surgeon's report to the patient and helped him to accept the verdict.

Re-employment: The Maritime Commission, through the Recruitment and Manning Organization, has opened up re-employment resources on the Great Lakes, with the fishing fleet, and in certain types of standby work on ships in port. If necessary, the worker helps in finding proper re-employment after discharge from treatment and to secure occupational rehabilitation of merchant seamen found to be handicapped for further employment on ocean-going ships. Those men permanently disabled for further employment in the Merchant Marine Service are helped in their readjustment to life ashore. Both federal and state facilities for rehabilitation are utilized.

Cooperation with other agencies: The United Seamen's Service, family welfare and other community agencies, local and out of town, cooperate in helping patients whose family situations may indicate need for inquiry or aid.

The repatriation program functions through the Recruitment and Manning Organization of the War Shipping Administration. The coordinated services of the Medical Division, the Marine Hospitals, the American Red Cross, and the United Seamen's Service all serve to safeguard the interest of the men on arrival at ports in the United States. For the purpose of identification and medical follow-up, a short record form concerning each seaman is made at the time of his arrival.

The following examples show the nature of our work: A group of eight shipmates, whose ship had been torpedoed, and who had been enroute eight weeks, were met upon arrival in New York by a medical social worker who quickly found that their most immediate needs were rest and quiet. She asked them if they would like to go directly to a rest center in the country, sleep as long as they liked and stay over Sunday, and offered to take them there. They accepted unanimously. Necessary warm clothing was provided and long distance telephone messages and telegrams were sent for those who

SCHOOL OF SOCIAL WORK
University of Illinois
Navy Pier, CHICAGO

wished to get in touch with their families. The Red Cross motored them to the rest center at Oyster Bay. Along the way, their conversation was largely made up of variations on "how good it is to see trees and country." I can't describe their inarticulate appreciation at the sight of the glowing log fire as they entered the front hall at the rest center. The head nurse had prepared hot chocolate and sandwiches for them. On Monday morning, the Red Cross Motor Corps took the group to their steamship company to be paid off. Two or three then went from there to their homes out of town and the remainder returned to the rest center for a period of recuperation before returning to duty.

The majority of social work cases carried in the Port Admitting Offices is largely for short-term intensive service, and as such calls for skillful and prompt handling on the part of the social worker. Their needs are often immediate and pressing and there is always the necessity for the men to return to sea as soon as possible. The man's problem, as he sees it, is often quite different from the version of it presented by the person who may have referred him. A quick contact between worker and man must be made so that he will express his point of view of his difficulties which often involve family relationships, faulty personal habits, frustrated ambitions, and dissatisfactions related to his work.

The seaman has had little attention paid to his needs in previous years so that this interest may be quite surprising to him. The worker, particularly, needs to make him feel that he is accepted by her. Also the worker needs to understand what the necessity for medical care may demand of this type of patient, who is often unaccustomed to the idea of needing or receiving medical and social help. He is often utterly bewildered by the fact that he could be sick or nervous, and will fight against believing it. Even when he does accept this fact, which is so obvious to others, he may have difficulty in bringing himself to accept the help that he needs. Therefore, the skill of the doctor and worker in discussing his situation with the patient is especially important, if any medical or psychological help is to be effective. It must be remembered that these men are on their own after they leave the ship or are repatriated and there is no compulsory care as in the Army and Navy.

Speed in getting underway with the patient is essential not only because his services at sea are needed, but because he can be lost to the service. He may go for weeks before getting help, waiting until his condition is such that he is driven to it, or he may ship out without adequate rest and treatment and run the chance of becoming worse if he has more traumatic experiences on the voyage.

The case work situation is illustrated by the history of Mr. H. He was 36 years old and had been at sea since he was 14 years old. He was a bos'n, had been a maritime union organizer, and had taken correspondence courses over long periods to educate himself. He had always been extremely self-reliant and healthy. He had been at sea almost continuously since England and France declared war and had been closely associated with numerous disasters. He had not been physically injured, but his nervous tension had increased gradually with each voyage. Drinking between trips was his only way of coping with the tension and the habit increased with the tension.

He was finally taken to the Marine Hospital for delirium tremens and was referred from there to our office. He was determined to ship out immediately, but the worker persuaded him to accept rest center care, as he was very shaky both from his experiences and the drinking. At the rest center his restlessness and anxiety were marked and did not diminish. He did not want to stay. He told the physician that his wife had left him because of the drinking and had ignored his repeated efforts at reconciliation. However, he developed increasing insight into his behavior and his feelings for his wife, which surprised him by their depth and strength. The social worker then got in contact with his wife, discussed the situation with her, and effected a reconcilation. The patient remained at the rest center for a few weeks, made a good recovery and went to officers' training school.

Mr. M. is another example of the way in which these men wandered about until our work became organized and known. He was 50 years old, an engineer and a college graduate who had been in the Navy in the last war. He had signed on an oil tanker immediately after Pearl Harbor. His ship had been torpedoed and bombed, and he had stood up well under the strain. While in harbor on the West Coast of Africa, he got malaria, and shipped out again before recovering. On the way to Caracas, there were seven days of terriffic heat, around 120°. The intense heat, plus the malaria, made life in the engine room almost unbearable. Just before making port on this side, his ship was hit again and he was thrown against a steel plate, injuring

his arm in such a way as to cause an ulnar paralysis. On being repatriated to New York, he went to the Veterans' Administration Hospital for treatment of the paralysis. He showed a marked improvement in six weeks and regained almost complete use of his arm and fingers. He had signed himself out of the hospital, but was still very jittery and depressed. He then tried staying alone and taking care of himself at a house in the country, owned by a relative. Naturally, his nervous condition did not improve, but it never occurred to him that he should have help for it. Quite by chance, he ran into a Navy doctor, an old acquaintance who persuaded him, with considerable difficulty, to come to the War Shipping Administration Medical Admitting Office. He still had a marked course tremor of the head and hands, insomnia, anorexia, and was very much underweight. The worker at the Admitting Office had difficulty in persuading him to accept convalescent care. The doctor at the rest center was soon able to give him some insight into the nature of his condition, and help him toward recovery. He is now back at sea.

To summarize: The social work included in the medical program of the War Shipping Administration falls into four parts:

1. Sharing the responsibility for meeting survivors and other repatriated seamen as they return to port and helping to meet their medical and social needs.
2. Receiving merchant seamen for admission to rest centers and conducting medical social follow-up at rest centers and at the time of the patient's discharge.
3. Aiding re-employment of seamen discharged as fit-for-duty and initiating occupational and vocational rehabilitation for those handicapped for further employment on ocean-going ships.
4. Interpreting the medical program of the War Shipping Administration to other medical and social agencies in the Port Area and arranging for cooperation with them.

The distinguishing features of the program are those involved in the developing techniques to deal speedily with situations that are often socially and medically complicated; and to work with men unaccustomed, as a rule, to consider themselves in need of help.

1944 Delegate Conference

A Delegate Conference, the first since 1941, has been called by the National Board and will be held in Cleveland Friday, Saturday and Sunday, May 19, 20, 21, the three days immediately preceding the National Conference of Social Work. A complete agenda with major emphasis on topics of immediate importance to the whole field of social work was adopted by the Board at its meeting in New York on March 3, 4 and 5. Three full sessions will be devoted to organization and planning of social services in the war and post-war periods, and there will be a report from the Wartime Committee on Personnel in the Social Services. The President's report at the opening session will include a résumé of actions taken by the Board throughout the year, and the Executive Secretary will discuss chapter-national relationships.

In the field of organization and planning of social services, specific recommendations on social security and foreign relief for inclusion in the AASW platform will be presented for membership action. In accordance with Conference procedures, these proposals, together with discussion material, will be sent to chapters 60 days in advance of the opening of the Conference. Additional material for discussion will be published in the April issue of THE COMPASS.

Besides recommendations calling for membership action, there will be progress reports from committees on medical care, vocational rehabilitation and services to youth. In the Friday evening session there will be a speaker and discussants on the question of full employment in the postwar period.

A recommendation for creation of a student membership within the AASW will also be presented to the delegates for action.

About half of the 95 chapters of the Association have reported to date that they are sending delegates and many more are expected to have representatives at the sessions. There will be provision for observers in addition to official delegates and alternates. Any member of the Association who is going to Cleveland and wishes to attend the Delegate Conference should ask his chapter chairman for an observer's card.

The meetings will be held in the ballroom of the Hotel Cleveland. While the agenda is planned for completion of the business by noon Sunday, May 21, arrangements have been made for the use of the ballroom in the afternoon so that if delegates vote to continue their discussions, there will be no obstacles in the way of extending the sessions.

PERSONNEL—TRAINING—RECRUITING

Statement of Standards and Principles on Personnel, Training and Recruiting in Social Work

THE Wartime Committee on Personnel has prepared the following statement in order that it might serve as a guide to the professional associations and the national functional agencies in their efforts to maintain adequate standards in the face of an acute shortage of personnel. The future of the social work profession is dependent upon the way the problem of maintaining adequate personnel standards is met at the present time. It is generally agreed that the problem of maintaining adequate standards cannot be considered apart from problems relating to training and recruitment for the field of social work. It is the purpose of this statement, therefore, to set forth some of the principles which may be of assistance to agencies in their efforts to maintain adequate personnel standards and at the same time to secure sufficient personnel to meet the demands for services with which they are confronted. It is especially important to affirm our basic professional standards at this time when facilities for achieving them are not adequate, so that any adjustments necessary are made in relation to the known standards. A clear understanding of appropriate adjustments in operation and practice to meet emergency situations is desirable in order that such adjustments shall not be construed as a lowering of basic standards or a deviation from accepted concepts. The Wartime Committee on Personnel is impressed with the fact that in spite of the growing demand for social workers there is heartening evidence that agencies, the older as well as the new war created agencies, are attempting to maintain standards that would insure selection of qualified personnel. The Wartime Committee on Personnel offers this statement on principles with the hope that it may aid the field of social work to hold to the fundamentals of service in these rapidly changing times.[1]

Members of the Wartime Committee on Personnel

Harriett M. Bartlett, AAMSW, Chairman
Marian E. Russell, AAMSW
Madeline U. Moore, AAPSW
Mrs. Elizabeth H. Ross, AAPSW
Ann Elizabeth Neely, AASGW
Agnes Leahy, AASGW
Gordon Hamilton, AASSW
Leona E. Massoth, AASSW
Grace L. Coyle, AASW
Joseph P. Anderson, AASW, Secretary

This statement presents a brief outline of the factors contributing to the shortage of experienced personnel which is endangering our standards of competence, a statement about our basic standards, and principles governing deviation from the established standards.

The most important single problem facing the field of social work at present is the acute shortage of experienced personnel and a high rate of turnover in agency staffs. A shortage of experienced personnel which was assuming serious proportions before the war, has now been aggravated by the abnormal demands of a country mobilized for total war.

The most obvious factors causing the present shortage and the declining supply of personnel are the following:

The draining off of trained, experienced personnel and potential personnel into (1) the armed forces, (2) industry, and (3) new occupations for women.

The transfer of trained, experienced personnel from agencies serving the general population into war-connected services.

Lack of public understanding of the essential nature of these social services and their value for military and civilian morale. This

[1] The Wartime Committee on Personnel realizes that the statement in its present form does not cover adequately the situation in the group work and public welfare fields. Work on formulating principles which can be applied to these fields is now being done and when sufficient progress has been made this statement will be revised to incorporate those principles which have been agreed upon by representatives in these fields.

has led to restlessness among staff workers, students and potential students.

Growing discrepancy between the relatively low salaries in the welfare field and standards of remuneration elsewhere.

Lack of any coordinated, nation-wide system of employment services for guidance and placement of social work personnel.

Low enrollment in schools of social work because of (1) lack of public conviction regarding the importance of the social services in the war effort, (2) disproportionate emphasis upon the value of immediate as against long-time programs, and (3) capacity of young people to earn a living without training.

When qualified social workers are not available in the amount required to meet the demand, it will be necessary for agencies to employ untrained or partially trained personnel. This has been happening especially in the wartime agencies. This development is cause for real concern to the professional associations because it can lead to practices which may endanger the standards of competence which have been evolved and applied during the past several years.

Two major needs are recognized: (1) to prepare a body of workers with a basic equipment for certain positions on the operating level which involve less responsibility; and (2) to prepare a group of fully trained social workers able to meet the more exacting demands of professional work with potentialities for leadership in adapting basic disciplines and tested experience to meet new kinds of problems or new versions of old problems and able to supervise less well equipped workers.

Statement of Principles

Personnel Standards

"Research has revealed that the mental and physical health and moral atmosphere of a home and a community wield a controlling influence in determining the growth and development of personality. Experience and research has demonstrated further that a full understanding of these facts and their implication, a deep respect for people and skill in dealing with them, are the most effective basic means of helping individuals and communities to create the conditions and atmosphere necessary to wholesome, productive living.

"Social work addresses itself to the business of human betterment. It operates at all the strategic points of human experience: in families, with individual children and adults; in play and educational and cultural groups; in hospitals, under the direction of physicians and psychiatrists; in schools, in cooperation with teachers and administrators; and, increasingly now, in the armed forces and in business and industry.

"The objective of social work is to prevent the breakdown of individuals, families and communities, and to strengthen the ability of people to work out their own solutions and to develop their own capacities and latent powers." [1]

If it is an individual that is being dealt with, the social worker must not only know the facts from his environment and the influences that have gone into his making; he must understand also his responses to that environment and those influences, his attitudes and motives—all the bewildering complex of factors and human reactions that go to make up a social situation. If it is an aggregation of individuals that is being dealt with, a group or a community, the social worker must apply knowledge and understanding to the group or inter-group situation. Once they are understood, he must work with the individual, or the group, or the community—work with, a much more difficult feat than working for or upon.

Whatever the setting within which they work, however, social workers have the same basic purposes and methods. On the one hand they endeavor to develop the community's resources and programs toward a healthier, more satisfying and more meaningful way of life for all persons, with a special emphasis upon underprivileged sections of the population. On the other hand, they work directly with individuals and groups in relation to their particular needs and problems, helping them to make more effective use of their own capacities and the community's resources. To give help and service so that both individuals and communities derive the utmost in benefit, requires not only knowledge and human understanding but technical skill. Special professional preparation for social work therefore is a necessary part of acquiring this skill.

The professional social worker has a continuing responsibility for putting to use his

[1] Mayo, Leonard—"The Manpower Dilemma in Social Work in Present Jobs and in New Fields," THE COMPASS, September 1943.

experience in practice to improve the quality of social service in the community. He must learn to relate himself to the other members of the social work profession as well as to other organized groups for the purpose of working to eliminate community conditions which create many of our social problems. Finally, the professional social worker has an obligation to work toward strengthening our social and community services which are so important to our national welfare, to improve the social gains which have been made and to furnish constructive leadership in the immediate tasks of winning the war and helping to rebuild the postwar world.

In view of the fact that the quality of social work personnel is the primary determinant of the quality of social work service, and because there is a need of a guide to measure this quality the following standard should be used in selection of personnel for social work positions:

> **Persons in social work positions, especially those in war created agencies, are confronted in their work with responsibilities relating to the lives and affairs of others in such a way as to require important safeguards in the public interest. These safeguards may best be insured by the selection to social work positions of persons whose preparation includes successful completion of two years of professional study in a graduate school of social work.**

It is recognized that under present conditions this goal cannot be realized and it is necessary to deviate from it. The following principles should be applied in deviating from the above standard:

1. *Selection of personnel*
   a. Agencies employing social work personnel should have prepared, in as specific terms as possible, classifications of (1) responsibilities for which highly trained technical staff are needed, (2) responsibilities for which individuals, who have had some training but who do not qualify for No. 1, can be used, and (3) responsibilities for which untrained staff can serve during the war emergency. Recruiting, employment and assignment activities should be related to the above job classifications.

   b. Workers educationally qualified but with less than full professional training should be given an opportunity to continue actual training and practice with a selection of carefully planned social work courses, through work study, educational leave, and other appropriate plans.

   c. In the employment of persons who do not meet minimum professional social work qualifications emphasis should be placed on selection of individuals with desirable personal qualifications and, whenever possible, on selection of those persons who are educationally eligible to obtain graduate professional training.

   d. Social work experience under the supervision of a qualified social worker should be given priority over other kinds of experience in employment of individuals who do not meet the minimum qualifications. Such experience should not, however, be considered a substitute either for professional education or eligibility for such.

2. *Maximum utilization of staff resources*
   a. Programs for staff development, including practical in-service training and reclassification of personnel to allow for the maximum utilization of staff resources in doing the agency's work, should be continued.

   b. In appropriate situations where untrained personnel, persons who have not completed their training, and trained workers have been employed to perform similar duties, additional means should be provided in terms of salaries, opportunities for promotion, as well as opportunities for further training for the purposes of distinguishing personnel meeting certain qualifications of professional training from those without such qualifications. At the time of employment in fairness to each individual, the agency should make clear what his responsibilities and the opportunities for future advancement shall be in the light of his qualifications.

   c. Responsibility for supervision of untrained personnel or workers who have not completed their training should be on the highest possible level and directed toward helping workers to develop their capacities to the utmost in performing their jobs.

   d. There are many persons in related fields who possess skills which may be of value in doing some social work jobs. In the employment of these persons there should be a clear understanding on the part of the agency regarding the use that can be made of whatever skills a worker has at the point of employment without affecting the recognized function of the agency.

3. *Proposals for further study and joint action*

a. The professional associations, the schools and the practicing field share an obligation to define the content of newly established positions or fields in social work, and to formulate the necessary professional equipment therefrom.

b. Special attention should be given immediately by the functional agencies, the schools and professional associations to the problem of developing clear-cut job analyses and crystallizing the professional content of group work and recreation and community organization.

c. The competitive seeking of staff to supply one agency's needs irrespective of other agency needs, particularly in the face of the serious shortage of skilled people, is confusing to the individual who must choose where he shall go, endangers existing standards of personnel, and defeats the purpose of intelligent manpower utilization. The agencies share with the professional associations the responsibility for developing, in cooperation with the War Manpower Commission, representative principles governing the transfer of social work personnel in keeping with the Wage and Labor Stabbilization programs which are now in effect.

Professional Education and Training

1. *Types of education and training*

a. Education for the practice of social work is on three levels: first, undergraduate preprofessional study; second, one year of graduate social work study; and third, a second year of graduate study.

The undergraduate or preprofessional study includes social sciences and some courses of informational nature dealing directly with social work and should prepare for some beginning positions in social work.

One academic year of graduate social work study includes technical theory courses on social work and field work practice and should prepare in a limited way for general social work. A second academic year of graduate study in a particular field of social work is designed for competence in social work as well as concentration in some field. The full program of graduate professional education for social work is the essential basis of sound professional education. (See acceleration.)

b. Pre-social work and professional graduate training should be regarded as continuous and inter-related, each with its own distinctive contribution. A broad professional foundation should be given before specialized training. No students should be admitted to professional specialization until basic knowledge and technique have been mastered.

c. Preparation of personnel for the emergency calls for experienced faculties, curricula adequate in content, well organized field work programs and educational facilities such as the established and accredited schools of social work offer. Such resources as these schools command should be utilized to strengthen the graduate professional curriculum. There should be no depletion of resources which might lower already established standards.

d. Experimentation in short courses can be made by schools of social work strong enough in faculty and resources to carry the added burden of such seminars and institutes. Short courses or special courses when added should be supplementary to the main educational program and should not supplant it.

2. *Pre-social work curricula*

a. The pre-social work curriculum has the purposes of providing a reservoir of potentially able students who will enroll in the graduate courses and of giving a sound basis in training for certain immediate functions and positions.

b. Strong social science departments are necessary for the development of pre-social work curricula. It is recommended that two preparatory series be offered in the third and fourth years, namely, an interdepartmental social science major and introductory courses in social welfare.

c. Medical and psychiatric information courses should not be introduced into pre-social work series except as such information would be covered in the public and personal health courses in the social service series and in the social science courses. In general, legal information should be covered in social science courses, such as political science.

d. Observation and limited participation in the work of social agencies is possible on a non-credit basis, but should be distin-

guished from field work for professional credit.

3. *Acceleration and orientation*

a. In view of the urgent demand for workers, year round acceleration of the program of the professional schools is necessary as a wartime measure. Not only for the war emergency but also for normal times, there is needed provision of opportunity for continuous year-round study in schools of social work.

b. In those universities in which the undergraduate pre-social work curricula and the graduate school are related, the selective admission of fourth year students to the professional curriculum is feasible as a wartime measure. It is less feasible if the social science inter-departmental major has not been effectively developed. The B.A. and M.A. degrees would be granted in relation to this acceleration in accordance with university practice. Since the practice of social work is not protected by a system of examination and license we do not recommend drastic reduction of the professional training period.

c. Social work process or skill courses should not generally be introduced at the undergraduate level in liberal arts colleges. If such courses are given as under (b) above, they should be under the direction of the social work graduate faculty and offered no earlier than the last semester of the fourth year and related closely to field work.

d. While the schools have a primary responsibility to prepare for those fields which offer recognized social work positions, they have also an obligation to assist so far as their resources permit in the orientation of persons from other fields desiring some part of social work knowledge and skill.

4. *Fellowships*

a. All agencies should accept their full share of responsibility for providing scholarship aid and student supervision if the job of training social workers is to be done adequately.

b. The agency has the responsibility to encourage persons who have proved capabilities for better jobs by extending financial assistance to such persons to enable them to obtain professional education.

c. Scholarships should be given directly to the student to attend the school of his choice provided such school is properly established and accredited.

d. Contractual relationships with fellows should be based on fair, moderate demands, with due regard for the development of the field as a whole.

e. Selection of the students' program should be the professional school's responsibility so as to ensure an optimum learning experience.

f. The financial support of the federal government, national agencies and local chests and councils should be earnestly solicited for a comprehensive, adequate education and training program for social work. The importance of having national aid for fellowships, either through governmental or private agencies, is more important than ever at the time when there is such great competition for the graduates of the liberal arts colleges.

Recruiting

1. An essential part of the program to build up a more adequate supply of trained social workers is a concerted national program of recruitment.

2. Without a plan, independent recruiting by many individual organizations is wasteful and confusing to the audience at which it is directed. United action can bring us greatly increased strength.

3. The major responsibility for initiation, planning and direction of the program should be assumed by the professional associations. The development of a successful program will require the cooperation of the national public and private functional agencies.

4. The effectiveness of the recruiting program for social workers will be greatly enhanced by the support of lay leadership.

5. The efforts of the professional associations and functional agencies on the national level must be supplemented by carefully planned recruiting programs on the local level.

6. A successful recruiting program must be implemented with (a) an adequate supply of carefully prepared material suitable for use in various ways; (b) effective use of various channels to reach prospects, and

(Continued on page 32)

Twenty-Fifth Annual Meeting of the American Association of Schools of Social Work

By **Louis E. Evans,** Associate Professor of Sociology, in charge of the Training Course for Social Work, Indiana University, and Program Chairman and Treasurer of the AASSW

THE American Association of Schools of Social Work commemorated its twenty-fifth anniversary at its meeting in Indianapolis January 26–29. A high light of the meeting was the annual dinner at which Frank J. Bruno of Washington University reviewed the story of education for social work from the earliest serious expression of the need for training for social workers fifty years ago to the present day of professional schools of social work in leading colleges and universities. The history of the American Association of Schools of Social Work, founded in 1919, covers the last half of this fifty year period. Mr. Bruno showed that the schools of social work had both reflected and led the trends in social work practice, including the varying emphases on skill, method and philosophy. The adoption of an educational requirement as the basis of membership in the American Association of Social Workers a decade ago placed a major responsibility for accrediting professional education upon the Association of Schools and this has had an important bearing upon the relation between the schools and the profession. He pointed out that education for social work had developed farther in its short history of half a century than education for other professions had in any like period of time.

Mr. Bruno's review was accompanied by Miss Gordon Hamilton's presidential address in which was developed the theme that in teaching social workers of tomorrow the schools have a commitment to a positive program for an adequate standard of living, a world point of view, and a philosophy of racial and cultural democracy. To teach students the barest elements in these concepts requires a superb faculty, money for field work and research, and a more effective interchange with the practicing field. She expressed the conviction that the resources would be forthcoming as the schools saw their opportunity and embraced their responsibility.

Further emphasis on the close relation between the profession and the schools was given by Joseph P. Anderson who addressed the delegates and the members of the Indianapolis Chapter in the traditional joint meeting with the local chapter.

The program of the working sessions of the conference included preliminary consideration of the recommendations on curriculum growing out of a special two year study by a committee headed by Miss Charlotte Towle of the University of Chicago, discussions of administrative problems and of problems of pre-professional education.

The conference received and discussed the curriculum report and delayed final action on it until the Association's mid-year meeting at the time of the National Conference on Social Work. The report included detailed studies by sub-committees on research, public social services, community organization, case work, group work, field work, and part-time students.

Among the administrative problems considered were methods of finding and developing faculty, use of part-time faculty, community relations, and relations to other university departments.

Most extensive consideration was given to problems of pre-professional education and preparation for junior level positions. The Association adopted the report of its Committee to Study Pre-professional Education of which Mrs. Anne Fenlason of the University of Minnesota was chairman. The report encouraged the inclusion of social work orientation material along with social science content in undergraduate pre-professional programs. It embodied principles for the development of these programs and stressed the importance of preserving the essentials of a good general education, of including content from the several social sciences rather than concentrating on one to the exclusion of the others, and of emphasizing the philosophy rather than the methods of social work in pre-professional programs.

Complementary to the Association's own consideration of these problems, representatives of sixteen undergraduate colleges and universities from the middlewest held an

(Continued on page 32)

National Standing Committees

NATIONAL standing committees which have been established by the National Board for 1943–44 are given below with the assignments and the personnel appointed by the president with the approval of the Board.

The National Board has also authorized the establishment of a *Committee on Social Work Practice and Professional Education* and a *Committee on Publications.* The personnel and assignment to these committees will appear in a later issue of THE COMPASS.

National Membership Committee

Assignment:

The National Membership Committee has general responsibility for establishing interpretations and rulings of the bylaw provisions on admission to membership as are necessary for their administration by the staff of the Association. This includes responsibility for study and report on issues arising in the administration of a selective membership standard. The Committee may establish such subcommittees as are required to fulfill its duties.

Personnel:

Genevieve Gabower, chairman	Washington, D. C.
Mrs. Dorothy Fassitt	Delaware
Thompson Fulton	West Virginia
Constance Hastings	New York City
Daphne Hughes	New Jersey
Esther Lazarus	Maryland
Clyde Murray	New York City
Mrs. Martha Strong Smith	Washington, D. C.
Mrs. Rosa Lee Wessel	Philadelphia

Committee on Employment Practices

Assignment:

The Committee on Employment Practices shall be responsible for handling employment practices inquiries which are brought to the national Association through original requests from members in non-chapter territory, referral from chapter committees, and appeals from the actions of chapter committees. In carrying out its responsibilities the committee shall follow the plan for employment practices inquiries as defined in the statement on chapter and national procedures for such inquiries adopted by the membership at the 1941 Delegate Conference.

Personnel:

Catherine Roherty, chairman	Chicago
Rosella M. Hart	Chicago
Mrs. Ruth Atwood Newell	Milwaukee
Mrs. Sarah Schaar	Chicago
Grace Coyle	Cleveland

Committee on Personnel Practices of the National Staff

Assignment:

The Committee on Personnel Practices of the National Staff shall be composed of from three to five members. The chairman shall be a member of the National Board. The committee shall be responsible for advising the executive secretary and the National Board on matters relating to the national office employment practices.

Personnel:

Mary Rittenhouse, chairman	New York City
Elizabeth Evans	New York City
Mrs. Pearl Ortenberg	New York City

Committee on Elections

Assignment:

The Committee on Elections shall have the responsibility for the conduct of the annual elections of officers and of National Board and Nominating Committee members subject to provisions in the bylaws and official rules for the election specified by the National Board. The committee shall adhere to the general guide for elections established by the Board and may set up such additional procedures as it sees fit provided such procedures are not contrary to the policies and regulations of the Board.

Personnel:

Catherine M. Dunegan, chairman	New York City
Mrs. Lesley Funkhouser	New Jersey
Esther Hilton	New York City
Edith Holmes	New York City
Stephen H. Kneisel	New Jersey

Committee on Organization and Planning of the Social Services in the War and Postwar Periods

Assignment:

To be responsible for outlining the general content and plan for the study of the prob-

Don't miss ——

lems related to the organization and planning of social services, including problems in the immediate war situation, in development of social services abroad, and in planning for social services after the war, the relationship to the government and to other organizations with similar interests; to identify the most urgent phases of this subject needing first consideration; to be responsible for planning material for chapter discussion; and to define the issues and problems that should be considered by the AASW and acted upon at the next delegate conference.

Personnel:

Alton Linford, chairman	Boston
Mrs. Helen Brunot	Washington, D. C.
Lucy Carner	Chicago
Mrs. Isabel G. Carter	Philadelphia
Harry M. Chester	Georgia
Rudolph Danstedt	Pittsburgh
Donald S. Howard	New York City
Dorothy C. Kahn	New York City
Peter Kasius	New York City
Elizabeth S. Magee	Cleveland
Morris Zelditch	New York City

Five Subcommittees have been established with the following assignment and personnel: To develop material which could be made available to chapters for the purpose of encouraging discussion of the subject matter assigned to the subcommittee for study.

To outline the issues and problems that should be considered by the AASW and acted upon at the next delegate conference.

Subcommittee on Social Security
(centered in Cleveland)

Elizabeth S. Magee, chairman	Cleveland
Mrs. Florence Hosch	Chicago
Mrs. Aileen K. Maccracken	Cleveland
Kathleen Millikin	Cleveland
Sanford Weiss	Cleveland

Subcommittee on Vocational Rehabilitation
(centered in Atlanta)

Harry M. Chester, chairman	Georgia
Mrs. Mary Athearn	Georgia
Margaret Russell Brinson	Georgia
Mrs. Mabel Curry	Georgia
Emily Humphreys	Georgia
Ernestine McGill	Georgia
Mrs. Charlotte Rhorer	Georgia
Howard Studd	Georgia

Subcommittee on Medical Care
(centered in Pittsburgh)

Rudolph Danstedt, chairman	Pittsburgh
Bertram Black	Pittsburgh
Grace Browning	Pittsburgh
Anna McBride	Pittsburgh
Doris Siegal	Pittsburgh

Subcommittee on Services to Youth
(centered in Chicago)

Lucy Carner, chairman	Chicago
Louis de Boer	Chicago
William F. Byron	Chicago
Harrison Dobbs	Illinois
Glenford Lawrence	Chicago
Mrs. Alma Livermore	Chicago

Subcommittee on Foreign Relief
(centered in New York City)

Morris Zelditch, chairman	New York City
Donald Howard	New York City
Dorothy C. Kahn	New York City
Peter Kasius	New York City
Philip Klein	New York City

Wartime Committee on Personnel

Assignment:

To enable the member professional associations to work together to increase the supply of trained personnel in the social services during war and reconstruction.

To relate further the activities of the professional schools and the field of practice in regard to education for social work.

To provide for interchange of information, for exploration of interests common to the member associations, and for such joint action on these matters as may be deemed advisable.

Personnel:

Harriett M. Bartlett, chairman, AAMSW	Boston
Joseph P. Anderson, secretary, AASW	New York City
Grace L. Coyle, AASW	Cleveland
Gordon Hamilton, AASSW	New York City
Agnes Leahy, AASGW	New York City
Leona E. Massoth, AASSW	Chicago
Madeline U. Moore, AAPSW	New York City
Ann Elizabeth Neely, AASGW	New York City
Mrs. Elizabeth H. Ross, AAPSW	Philadelphia
Marian E. Russell, AAMSW	Chicago

New Chapter

The National Board has approved a petition from members in West Virginia to establish a West Virginia Chapter. This makes the ninety-fifth chapter of the AASW. Members in West Virginia had been operating as a pre-chapter group for two years and program plans already under way promise to make this new chapter an active one.

Your Chapter's discussion of Delegate Conference Program

THE ROLE OF THE SOCIAL WORK PROFESSION IN MERIT SYSTEM RECRUITING

By **Mrs. Dorothy Cartwright Piez,** Chief, Division of Examinations, Rhode Island Department of Civil Service

RECRUITMENT of social workers is a problem of much greater importance in this era than it has been at any time in the past. Social workers are faced with the concrete problem of social changes brought about because of a world at war, coupled with the necessity of looking to the future when peace will be declared and individuals, civilian and military, will have to readjust to a peace economy. It is, therefore, essential that social workers, as a group, realistically face the present need for enlarging the personnel engaged in social work.

As chief of the Examining Division of the Rhode Island Department of Civil Service Mrs. Piez is in direct contact with the problems and possibilities of recruiting social workers through the merit system. In this article she discusses professional responsibility in this connection.

Mrs. Piez has had extensive experience in the public welfare field, first with the California State Relief Administration and later with the Social Security Board. She holds her master's degree from the Smith College School for Social Work.

Real efforts have been made in this country through articles in professional magazines to meet the problem and to make plans for future action. At the National Conference of Social Work in New York, and at a large gathering of professional social workers in Boston, this subject received a great deal of attention. In both of these group meetings, emphasis was placed on securing the interest of university and college students in the field of social work, possibly through junior professional courses during their undergraduate days, to be followed by professional training. This approach to the problem places the burden of recruiting students squarely on the faculty of schools of social work. While this course is logical and the need for properly trained and equipped social workers cannot be stressed too highly, it is the purpose of this article to point out one channel of recruitment that seems to have been generally overlooked; namely, personnel engaged as a result of meeting standards established by merit systems or departments of civil service.

Impetus was given the merit system in 1939 when the Social Security Act was amended to provide for "such methods of administration (including . . . methods relating to the establishment and maintenance of personnel standards on a merit basis . . .) as are found by the Board to be necessary for the proper and efficient operation of the plan." As a direct result of this amendment, merit systems for agencies coming under the jurisdiction of the Social Security Act were established in those states of the Union not already having a department of civil service. It is through these merit systems and departments that social workers should look for possible recruits. It is there that current recruitment is being carried on. The personnel standards of a department of social welfare, as well as the quality of services rendered by that department, will depend to a very great extent on the interest that social workers show in the merit system programs of their state.

Generally speaking, merit systems are responsible for classification, recruitment, examinations, pay plan, service ratings, and personnel policies and practices. In each of these phases of the merit system, social workers have a direct responsibility toward the maintenance of adequate standards. Ways in which that responsibility can be met, with respect to some of these phases, are discussed here.

The heart of any merit system is its classification plan. This plan is a comprehensive grouping of positions into classes on the basis of duties to be performed. It is essential that

the duties of social work positions incorporated in this plan be clearly defined in terms of social work skills. It is extremely unfortunate that local organizations of social workers failed, to a considerable extent, to measure up to their community responsibility during the early days when merit systems were being established throughout the nation. All too frequently classification plans were adopted without the assistance of professional workers, resulting in poor job descriptions of social work positions. Louis E. Evans gives a concrete illustration of this point: ". . . . in the State of Indiana, all positions in the Division of Corrections, including parole officers and inmate welfare supervisors, were looked upon by the public administration consultants as not being social work, though included among the listed duties were minor references to case work with inmates and parolees."[1] Minimum standards are as good as they are, in part at least, only because of the influence of the Bureau of Public Assistance and the State Technical Advisory Service of the Social Security Board.

By this time, standards have been established in most states and the social work profession has lost its original opportunity to be of service to its community and profession. Class specifications are in need of constant revision, however, and it is not too late for social work organizations to appoint representatives to review and evaluate these specifications.

Social workers should themselves re-think and re-evaluate the social work content of positions in departments of social welfare (as well as in private agencies), bringing to the merit systems the results of their review. It should be remembered that the material supplied in the class specification is the basis upon which the examining staff develops examinations from which lists are established for positions in a public agency. Professional organizations should be thoroughly familiar with the classification plan as adopted and be prepared to exercise leadership in its revision.

There are several very effective means of influencing personnel standards established by merit systems through revision of existing class specifications as these revisions may be needed. Representatives of the professional organizations should: (1) acquaint themselves with merit system and civil service law, (2) acquaint themselves with the functions, duties, and responsibilities of the department of social welfare, and its departmental and division chiefs, (3) establish a working relationship with civil service commissions, the directors, and various division chiefs.

The question as to what standards should be established in a merit system for the junior professional level has never been answered satisfactorily. At this time many states demand only graduation from college as a minimum standard. Some few states still do not demand even college graduation. Other states demand graduation from college supplemented by graduate training in the field of social work, and still other states demand graduation from schools of social work. Considering the large number of social workers needed in this country to man the war services against the decrease in enrollment in schools of social work, it seems completely unrealistic to demand graduation from a school of social work for junior-professional positions. At this time, it would seem that graduation from college must be a basic requirement for the junior professional level. Any effort to lower standards beyond this point should be resisted strongly. This may mean that the social work profession will have to point up the need for waiving residence requirements in many states.

The professional group should urge the use of emergency or war duration appointments for persons possessing less than the desired minimum entrance qualifications and permanent appointments only for persons possessing the desired qualifications. The use of the emergency or war duration appointments would apply to those persons who have graduated from college but who have not obtained professional training. Permanent appointments would be reserved for those persons with professional training. In addition, some provision might be made for a further examination for permanent appointment after a length of satisfactory service in an emergency appointment status so as to retain the services of any outstanding individuals who are fully able to advance in the profession, even though some technical background is lacking.

One further step in reviewing the classification plan may be considered. Up to this point, qualifications for junior-professional positions have been discussed. With untrained persons being recruited by merit system agencies, particular attention should be paid at this time to the qualifications for supervisory and administrative personnel.

[1] Evans, Louis E. "Merit Systems and Schools of Social Work." *The Social Service Review*, December 1942.

Efforts should be made to see that the minimum requirements for these positions are sufficiently high to maintain accepted standards and procedures in the practice and art of social work. Many important services to clients will have to be eliminated or curtailed due to the inability of the social work staff to deal with deep-rooted emotional problems. The mistakes of the relief administration era should be recognized, and the experience gained during the depression period must be utilized to advantage in this new emergency. A repetition of these mistakes can be avoided if organizations are staffed with well qualified supervisory personnel.

It is only through an active interest and participation in the formulation of present day personnel standards for social workers that the professional group will be able to maintain standards and influence the staffing of departments to meet current and postwar needs. Without such interest and participation, the future of professional social work might well be threatened.

In addition to the classification plan, professional social workers should be concerned with the examinations developed by merit systems and departments of civil service. No written examination, no oral rating, and no experience and training rating can positively guarantee the performance of any given candidate on any given job. The written examination procedure, through adequate sampling methods, can insure only that persons placed on the list have demonstrated certain abilities and knowledge that would tend to qualify them for positions as social workers. Such a prediction depends upon the content of the written examination, and consequently, many problems are faced by the agencies conducting such examinations.

Assuming that persons applying for the junior-professional level are college graduates with little or no experience in the field of social work, the examining problem is entirely different from the problem presented if one were to examine persons who had graduated from a school of social work, or who had been employed in the field of social work for a number of years. In the latter two instances, objective multiple choice items on socio-economic background, policies, procedures, case work techniques and methods can be written which will tend to place candidates on employment lists in rank order of their knowledge. Where the examining technician is faced with the responsibility of developing examinations for persons with limited technical knowledge of the field, the problem is definitely more acute. This is a joint problem for skilled personnel technicians and professional social workers.

It may be that the resentment of some social workers toward the original necessity of having to take examinations for their own positions is a result of poor civil service procedure in the past. No social worker, however, who has gone through the relief administration era, and who has seen the havoc inflicted on clients by persons holding political appointments, can fail to recognize the need for adequate examinations at the present time. In the absence of any standardized tests which would show an aptitude for social work, it is the direct responsibility of professional social work organizations to participate in the preparation and development of test material. It is not possible to discuss the examination content in this article. If the professional organizations will work with personnel agencies to the end that written examinations are well prepared and devised to test the knowledge and ability of the candidates in the desired field, much can be done to secure the selection of capable social workers or junior-professional workers.

In addition, the professional group should participate in the development of adequate rating keys for scoring experience and training. They should be prepared to take an active part in oral examinations, assisting the departments in the selection of well qualified panel members to serve in this important phase of the examining program.

A third responsibility for service for professional workers to consider is the stimulation of in-service training and programs for professional development. It is highly possible that the professional group in any given community has more responsibility at this point than in any other phase of recruitment.

By law, merit systems and departments of civil service are frequently charged with the responsibility of sponsoring staff development programs. One method of stimulating staff development—in-service training—has been highly developed in some states. In other states, little has been done. The professional group in any community, as well as nationally, should assume the responsibility of advising and assisting merit systems in the encouragement of such programs in departments of social welfare. They should make available literature, lectures, group discussion,

and other stimuli which would aid departments in furthering professional development.

By nature, an in-service training program within an agency has certain limitations. The broader aspects of professional development should present a challenge to the professional group in any community. During the past year in Rhode Island, an interesting experiment has been carried on by the Department of Social Welfare and Boston College School of Social Work. Impressed by the need for professional training for persons currently employed in social work, the Department of Social Welfare prevailed upon the Boston College School of Social Work to open a division in Rhode Island. The need for professional training was brought to the attention of Governor J. Howard McGrath who, as a concrete evidence of his interest, made available from his contingency fund the necessary amount of money to cover educational leave allowances. As a result of these endeavors, a plan was developed whereby professors from the Boston College School of Social Work came to Rhode Island weekly to conduct courses in case work, public welfare administration, child welfare, medical information, and supervised field work. These courses were in no sense extension courses, and persons attending received full academic credit. They were open to all interested persons, although the majority of the students came from the Department of Social Welfare. Time was allowed for attendance at classes, and further time will be allowed for necessary field work. Appreciating the value of this experiment, the local Council of Social Agencies has appropriated funds to assist in the development of the project, and a sponsoring committee has been established by the Rhode Island Conference of Social Work. It is anticipated that in the near future a full time curriculum will be offered.

This is one instance illustrating the method by which the professional group may have an active part in the development of junior-professional workers recruited by merit systems. It is also a method by which the professional worker may keep current with newer trends in the application of case work skills. Where it is not possible for the professional group actually to bring a school of social work into the state, or in those states where schools of social work already exist, efforts should be made to insure the granting of educational leave for the purpose of professional study. In cooperation with merit systems and departments of civil service, a long range plan for educational leave should be developed. It should be possible for practically all members of the social work staff to acquire a Master's Degree in social work. In most states, such a plan would take approximately five years. Plans for educational leave should include a provision for continuation of salary, probably on a percentage basis, a minimum period of leave so devised as to give staff members at least an academic year, and some safeguard to the department so that staff members who have benefited by such a leave will return to the state service for a minimum period of time.

The professional group should also acquaint themselves with the personnel recruited through a merit system program. The candidate is now on the job, functioning as a social worker and is unquestionably in need of sympathetic understanding from social workers in other agencies. He is new in the field, he may be overwhelmed by the responsibility resting on his shoulders, and he may be insecure and uncertain. He may have an eager and alert mind and be intensely interested in social work as a profession. In the past, intolerance on the part of professionally trained social workers toward the junior-professional worker has resulted in the withdrawal from the field of many potentially good candidates.

In conclusion, it is strongly recommended that professional organizations and councils of social agencies band themselves together to the end that personnel standards will not be lowered any more than is necessary in this war emergency, and that they be raised as soon as feasible. It is acknowledged that some professional organizations have offered their services to merit systems and departments of civil service only to be rebuffed. A professional job of interpretation, however, still remains to be done, and professional organizations must accept this challenge. The vast problems of today, as well as postwar problems, will require the best that social work has to offer. It is specifically recommended that active committees be established whose function is to keep in constant touch with personnel agencies. These committees would have duties in connection with the various functions of merit systems as outlined previously. They should acquaint themselves with the personnel being recruited by merit system agencies and urge and stimulate professional training among this large group who have indicated sufficient interest in social welfare to accept a working and paid responsibility in that field.

COMPASS EXCHANGE

R. CLYDE WHITE'S article in the November COMPASS *continues to evoke comments from members. Two letters received recently are given below, as well as a further statement from Mr. White.*

From Ruth Gilpin, Winston Salem, North Carolina

What else can be said about Professor White's article in the November COMPASS that has not already been said? Just this—that our impatience for recognition may be a sign that we are still adolescent. And this—that we are losing sight of the people for whom we are really working.

We seem to have put ourselves in the position of wanting the public to see us as we see ourselves when our frantic need to gain this end betrays the fact that, maybe, we are not sure that we see ourselves correctly. Puffing ourselves up with publicity won't necessarily produce a result which will make people love us. Nor will it give us the security which we seem to need. There are no quick treatments to hurry us through this painful period of growing up. Our true maturity—and its attendant honest recognition—will come about through what we do and not through what we say we do. And yet, haven't you known adolescents who have shown signs of great promise through what they are and do, as adolescents? It is good to be seventeen. We have not finished our work, we need not cling to the old and the worn, we can be fresh and eager and vital. We can learn as we produce and we can claim our laurels as we earn them.

Two members of the Association were moved to respond financially to Mr. White's proposition for the establishment of a Public Relations Fund. Contributions to date total $8.00; a few members have indicated their willingness to support such a plan if it becomes a reality. Public Relations Counselors have also offered their services at varying costs—topped by a half million dollar idea.

If we let ourselves get stuck on our being left out in the order of professionalism, we may—as we seem to be doing—lose touch with our real job. Our job is to offer skilled help to the people who want the services of our agency. These people do not bring forth testimonials about what they have received from us. Nor do we want them to. Most of them seek our help as a last resort and most of the rest of the nation thanks God they do not have to seek it. Our "public" hopes never to have to experience our skills; we hope the same for ourselves. Yet that public will learn about us only through those people who do use our agencies.

In other words, when we keep ourselves geared to the job we have to do, to the people who come to us asking for our agency's service, we shall one day be able to receive, unasked, the recognition we yearn for. There are babies being placed for adoption by doctors. There is "casework" being done in day nurseries by volunteers. There are Sunday School teachers taking baskets to poor families. There is a great section of our people who can feel no security ahead for them. We know right here and now that we can place children better than doctors can, that we can offer skills in nurseries that no layman can, that we can help underprivileged families more constructively than Sunday School teachers can. We know that we can bring evidence for the need of a covering plan for social security. We have a job to do! We have a lot to learn, a good ways to grow, but meanwhile we can help people through our agencies better than anyone else. The doctors and laymen and Sunday School teachers will recognize our professional ability far more quickly by seeing us do one sound professional job that comes close to them than by being exposed to the best publicity.

We, as caseworkers, supervisors, executives and so on, exist only because of the people whom we are here to serve through our agencies. So it is with the professional organization. Its reason for existence is not the social worker but the people she serves. The raising of standards, exchange of knowledge, the questions and the answers, are all only to improve the quality of the practice of social work—for people. We let ourselves get so tied up in our professional struggles that we almost forget why we want to be professional. The AASW cannot "sell" social work except while it is *doing* social work. Could it offer its particular services as a part of the social work profession in order to serve more adequately the people its members represent? Won't prestige come with real meaning when the AASW and all of us show what we can do on our jobs in our communities, whether they be small or nationwide? Can't we use publicity as a means to help us on those jobs rather than as a means of gaining recognition?

Let's admit that we are not full grown, that we are proud of what we can do and are not ashamed of having a great deal ahead of us to do and to learn. Let's remember why we have our jobs to do. Our prestige will wait for us.

From David Goldberg, Kansas City, Mo.

In the November issue of THE COMPASS Professor R. Clyde White proposes "A Strategy for Social

Workers." The professor is concerned with the poor acceptance of and antagonism to social work by the general public. He proposes a strategic plan whereby the American Association of Social Workers will engage a public relations expert at the cost of $30,000 per year to overcome this barrier between social work and the public.

In the analysis of the problem Professor White speaks of the fact that "social work was not conjured up by the imagination of a clever promoter. It has grown out of the experience of countless millions of people through the centuries of struggle toward a better life for all people," But the majority of the people, he continues, does not accept professional social services as it accepts medicine and teaching. We, social workers, are misunderstood, ridiculed, slandered and always investigated. "What is the matter with us?" he asks, and later states that "what we have failed to do is 'sell' our profession to the public."

Professor White delves further into the problem and attempts to show that there are four different organizations within the field of social work, that work more or less (more often less) independently of each other. Each has its vested interest, he claims. He mentions the social work unions, the Association of Schools, the conferences and the American Association of Social Workers. He then proposes a better coordination of these without jeopardizing the foundation on which each works.

The chief concern of Professor White is to have the American Association of Social Workers become the interpreter of social work to the public and he insists that this can be done only through the services of a public relations counselor at a huge cost for a period of four or five years or more.

I would suggest that Professor White's analysis of the problem and its solution (as stated in the article) far from treats the roots with which he ought to be concerned. I admit that social work is not accepted, that it is misunderstood and abused. But why? Does the fault lie with the public or with the profession? Professor White assumes that by issuing some high pressure propaganda to the public the latter will be educated, friendly to, and accepting of social work. I seriously question this.

Rather, I propose that before we attempt to "sell" social work to the public we should ask ourselves whether we have really sold social work to the members of our own profession. I maintain that our profession cannot be well accepted by the public if our own members are themselves poorly equipped to sell social work. I do not know what a public relations counselor can do to "sell" social work when social workers are still so much in need of greater conviction and faith in their own work and courage to express that faith to others. I maintain that this faith and courage is still lacking in our profession, otherwise we would not be "the butt of ridicule, slander and vituperation" as Professor White charges.

Perhaps the professor is right when he points to the various organizations which attempt to work within the framework of social work, in an uncoordinated way. I cannot speak for these organizations and their programs, but I am certain that each grew out of a serious need around a certain problem. I know, for instance, that the social work unions were not only a "pressure for the improvement of salary and working conditions of social workers" as Mr. White states. I know it for a fact that social work unions have been and are concerned with other problems in the field, problems dealing with better service to the community, preventive work and other tasks. These ultimately bring about better service on the part of the profession as well as a greater acceptance of and respect for these services on the part of the public.

One would then assume that the profession itself would be favorable to social work unions since the latter do have a definite place in our work as implied by Professor White. And yet, has there not been serious discouragement of and opposition to any unionization effort on the part of social workers? I am sorry to state that strong supporters and members of the American Association of Social Workers have been guilty of such an anti-union attitude. They have refused to recognize or admit that the American Association of Social Workers has not only failed to meet the needs of the workers in our field, but they also did not see that the profession was kept from further acceptance by the public because of this anti-union attitude of theirs.

I should like to explain this. We social workers boast of the fact that in our work with people we stress the client's participation in plans and programs for his own welfare. This is important, very important, and every case worker knows it. This approach is one which carries respect for the client who sooner or later recognizes this and it in turn helps him to use the worker and the agency more effectively. Now consider what happens in the relationship between agency administrations and staff and in the relationship between agencies and communities. Let us honestly ask ourselves this question: Do we in the American Association of Social Workers actively foster the same relationship in the last two mentioned areas as we do in the first area, namely between client and worker? Do we attempt to do the same in the relationships between agencies and communities?

These questions are important, for they have bearing on the preparedness of the profession to come to the community and "sell" itself. The community whom we are now approaching is one of awakening labor. It is a community which is becoming conscious of its strength and its position. It is a community which has been and still is very suspicious of "charity." It does not accept social work with open arms. Far from it. It wants to know what social work is, but it also wants to know: Are we in the American Association of Social Workers members of a union? Is the American Association of Social Workers a union? It wants to know why labor has not a voice in our agencies. It also wants to know other things about our work and we are not always able to answer satisfactorily.

Our poor relationship to the labor community is not due only to the fact that we social workers may be poor in the art of interpretation. That may be a fact and perhaps we do need the aid of an outsider. But primarily this poor relationship is due to the fact that we in social work have not developed the courage and conviction around our work and, therefore, we are not able to make others believe in it. It is not enough to speak up for a welfare program. It is necessary to put up a real fight for it when it comes to dealing with reactionary politicains. The social worker is still far from understanding that he is part and parcel of a society which has strong forces that are opposed to the program

of health and welfare which he wants to promote. The promotion of such a program requires first of all a deep faith in its worth and then a courageous struggle to put it into effect. As a social worker and as a citizen one must be ready to show the community where one stands on this question. He must come out openly and show whether he is with reaction or progress in this battle. He must choose and justify his stand in no uncertain terms.

Only when social work and social workers will awaken to the fact that they have an important role in our democratic society and will activize themselves in the interest of democracy, only then will they become part of the larger community which includes labor and be better accepted by it. And that means that social workers must be helped to understand their role in a democracy. They must be made aware of the need to understand how social work is operated and how it can be better operated with a more democratic spirit within the agency and in the agency's relation to the community. It also means a deep understanding of and appreciation for the tenets of social work which to me are freedom to exercise one's inalienable rights and enjoy life as healthy and free citizens in a constantly improving democratic community and nation.

As a member of the American Association of Social Workers I want to ask myself: Has my organization fostered a program suggested above? Is it not true that only the social work unions have been courageous in promoting activities which have brought the field of social work to the attention of the working community, whose interest it has at heart? These unions have also helped social workers to ally themselves with labor on political questions and have thus not only contributed to better government, but have also helped to break down the ignorance and suspicion which labor exhibited toward our work and workers.

I speak of social work unions only because I believe that I understand them and because I feel that perhaps unlike the other organizations which Professor White mentions they have done more to overcome the very problem discussed in his article, that is, the problem of the public's lack of acceptance of social work. But this came about only after education and adequate preparation on the part of the union members. It did not come about with the use of expensive public relations counselors. The counselors were the members and leaders of the unions who together learned to fight for their conviction and their work.

I cannot accept Mr. White's solution about selling social work to the public. The selling must be done through the members and leaders of all four organizations. It is they who must bear the burden of fighting for the profession's acceptance and they can bear the burden and carry out the responsibility only when they themselves develop the necessary belief in their work and courage to fight for that work. That to me is the task faced by American Association of Social Workers. Professor White's solution sounds efficient and businesslike, but it does not answer the real need of the profession. His is a most convenient way of buying an expensive toy with questionable returns to the buyer.

More About "A Strategy for Social Workers"

From R. Clyde White, Chicago, Illinois

IN my article in THE COMPASS which appeared in the November issue I tried to make the point that the social worker lacks the professional prestige which is necessary for the best performance on the job and in the community. I proposed that we undertake to do something about this by raising a fund among ourselves and engaging a public relations counselor to work with us. The letters published in the January issue of THE COMPASS showed clearly that, while the writers differed with me over matters of detail, the main issues were recognized. I received many other comments of a like tenor through the mail.

A number of questions were raised in the published letters to which I should like to give my answers. The discussion seems to me to be eminently valuable to professional social work. Whatever action the Association may eventually decide to take may be hastened and will certainly be better understood because of the discussion now going on.

Some of the letters reflected a distaste for entering upon an "advertising" campaign to "sell" the social worker. Those words are a bit blunt. They suggest advertising and selling cigarettes, soap or radios. But I did not suggest that professional social work could be "sold" to the public in the same way as household commodities. Nobody in the social services objects to the maintenance of "public relations" by a community chest, a child welfare agency or a state department of public welfare. Well, why not a public relations program for social work as a profession? It would simply mean adapting our very respectable public relations program for services to the requirements of a public relations program for the trained people who perform the services. Further, it would mean adopting an efficient way of accomplishing the end, namely, employing a public relations counselor as is done by many community chests, foreign relief societies and other social agencies for their specific purposes. If we adopted a public relations plan and engaged

a counselor, the program would be planned and executed in good taste appropriate to the public service objective which it would have. When a public relations counselor plans a program for a client, he takes full account of the folkways and mores associated with the client's activities and interests.

One letter laid great emphasis upon the alleged fact that other professions, such as medicine and law, have not found it necessary to engage a public relations counselor to educate the public in their interests. There are several things which may be said in reply to this point. First, physicians have been persistently and intelligently trying to ingratiate themselves with the public ever since the promulgation of the Hypocratic Oath in ancient Greece. Second, lawyers since the great days of Rome have found effective ways of commending themselves to the community: Seneca, best known to the world as a philosopher, became one of the wealthiest men in Rome by his services as legal counselor to distinguished clients. Hence, medicine and law have been working on the public with smooth talk and expert service, not for decades, but for millennia! They unquestionably have high professional prestige. Should social workers accept the analogy and resign themselves to achieving satisfactory prestige about the year 4,000 A.D.?

But medicine and law, particularly medicine, are not in the Year of Our Lord 1944 resting on their laurels. The American Medical Association carries on continuously a very efficient and expensive public relations program. They are concerned to maintain a prestige which has enabled a small percentage of 150,000 doctors to defy 135,000,000 people in the matter of health insurance and prevent the organization of medical care on an efficient basis. When a member of the family is sick, the family does not call the blacksmith or a precinct committeeman to treat the ailing patient. They call a doctor. When a man draws an important contract, he does not submit it to a postal clerk or a horse doctor. He finds a lawyer. The services which a doctor or a lawyer can give are known by everybody. To practice medicine or law the aspirant must pass a stiff state examination and be licensed by state authority.

But what about the social worker? He is a new aspirant to professional status and recognition. The person who in times past tinkered with human relations, except those involving legal questions, had no name for himself which would even suggest what we mean today by the term "social worker." When a child presents a behavior problem or there is family maladjustment or the family budget is out of kilter, is a social worker called in? Rarely. I venture the guess that any social worker can count on her fingers the number of times a family has sought her expert services in such matters, unless relief were needed! If relief is needed or a family does seek expert aid in solving a social problem, application is made to an agency, but the professional capacity of the social worker is almost never known or understood.

Quite true, the supply of trained social workers is insufficient right now to meet the demand. But why? The answer to that does not have to be sought in any subterranean chambers of the psyche. It is simply that the profession of social work lacks the prestige to draw enough students into the professional schools, and it lacks the prestige to command salaries adequate to attract enough young people of first rate ability. Indeed, we are on the frontiers of progressive social thinking and planning, and we get shot at for being there. But young people do not avoid conflict and struggle for desirable ends. They love it! If we interpret what we do and how we do it to the gain of the individual, the family and the community, our prestige and competence would sell the social program.

One writer advises the creation of a "Council of War" composed of representatives of all national social work organizations and important public agencies. This would be an excellent means for obtaining advice. As an administrative agency for public relations purposes it would be cumbersome. A joint operations committee would run great danger of frequent stalemates. But it is not the job of functional agencies to interpret the professional social worker to the public: that is the business of the social worker's professional organizations, namely, the American Association of Social Workers, the American Association of Medical Social Workers and the American Association of Psychiatric Social Workers. Members of the last two organizations are always members of the AASW. Hence, if the AASW develops and carries through a public relations program, they would be represented by virtue of membership in AASW. An advisory committee of representatives of national agencies might be created, and, if it seemed desirable, the AAMSW and the AAPSW could have direct representatives on that. An organization to improve social worker prestige will be spread too thin and will be ineffective, if too many divergent interests are directly involved in administering the program. If we are going

to get anywhere, we must organize an efficient machine for public relations.

If the social workers should decide to embark upon a well planned and organized public relations program, it should be conducted by the AASW. If a public relations counselor should be engaged, as I am convinced he must be, a suitable small advisory committee would be indispensable as an aid to the counselor. Some writers believe that the AASW could use the public relations experts within our own ranks to conduct a systematic campaign to raise the prestige of professional social work. Well, why not? The answer is simple, and I suspect that every one of these high grade public relations people in social work would agree to it. They do not have the access to the great variety of important media of publicity. If anybody doubts this, let him go to a good public relations counselor and ask him how he "makes" the front pages, the magazines of national circulation, the movies and the radio. Public relations counselors feed immense quantities of news and other material to these organs of public relations on a thousand different subjects. Each of us laps this stuff up every day and does not know it!

Certainly public relations must be built from the ground up. The case worker, the group worker and the community organizer—yes, the statistician, the accountant, the telephone operator and the stenographer—are important agents in public relations. Any public or private welfare administrator can have good public relations in his community only as he has good attitudes and relations in his own staff. Only if this confidence in the "boss" exists in the agency can the staff develop faith in the agency and the program on the part of the community. A national public relations program must be supported completely by local and state administrators and staff workers, and they cannot give real support to it without good staff relationships. The "grass roots" attitudes and organization are the foundation for the work of the public relations counselor.

It is argued that "social workers should analyze their own inadequacies." Certainly they should. But introspection alone is not going to do the job. There is an external world which is just as real as the intrapsychic world of the social worker, and it has a lot more people in it. If we can raise our prestige in the eyes of the public, we can give better service, and in turn that will react to improve our standing. If the patient refuses the doctor's services, little can be done about it. If the community refuses the services of the trained social worker and takes the services of an elected overseer of the poor, the community will just have to suffer the consequences of its own poor judgment. But why not try to educate the community to seek the best method of serving its interests?

What do social workers have that nobody else has? What can they do that nobody else can do as well? The answers to these questions, convincingly given to the public, provide the basis of our prestige and the subject-matter of an AASW public relations program. Social workers, as professional persons, bring services which at some time almost every human being requires. With the exception of medicine, no other profession gives a service which ministers to elemental personal need so poignantly or which characteristically eases the individual through major and minor crises. If we can do this with finesse, skill and efficiency and can lead the public to full confidence in our competence and integrity, our opinions about social programs will have immensely more weight and our professional services will be offered in an atmosphere most favorable to effective study and treatment.

Program Idea from D. C. Chapter

One of the most interesting meetings of the Washington, D. C. Chapter was held on January 11, 1944, and attendance, always good, was record breaking. Bertha Reynolds, United Seamen's Representative in Personal Service, National Maritime Union, and Evelyn Adler, Director, National Social Service Division, United Office and Professional Workers of America C. I. O., spoke on Social Work at a New Frontier. Karl de Schweinitz served as chairman of the evening and was presented by Alice Padgett, chapter chairman. Miss Reynolds gave an enthusiastic and vivid picture of the setting in which her service operates, what social work does to the setting and what the setting does to the social work. Miss Adler clearly traced trends of closer cooperation between social work and labor and believes that the small beginnings, the discontent within the field on the role of social work so far in the war, and the demands of the situation will overcome distrust and hesitancy and will help to usher in the new era of social welfare that lies just ahead.

REPORT ON ASSOCIATION FINANCES

Comparative tables showing budget estimates and actual income and expenses for 1943, the 1944 budget, and a report from the Treasurer

1943 INCOME AND DISBURSEMENTS

	Budget Estimate for Year Ended December 31, 1943. Budget Items Only		*Statement of Cash Receipts and Disbursements for Year Ended December 31, 1943.*	
Balance of Cash, January 1, 1943		$5,749.60		$5,749.60
RECEIPTS				
Membership dues	$56,000.00		$58,558.23	
Additional contributions	150.00		219.00	
Miscellaneous	500.00		477.51	
Total Income	$56,650.00		$59,254.74	
DISBURSEMENTS				
Salaries	$33,350.00		$30,641.03	
Office expense	9,800.00		10,188.45	
Social Security taxes	1,200.00		1,113.85	
Incorporation	500.00		.....	
Committee travel	8,400.00		5,542.47	
Staff travel	2,000.00		2,433.29	
COMPASS	3,000.00		4,068.96	
Publication	200.00		155.26	
Conferences	300.00		121.87	
Wartime Committee on Personnel	500.00		500.00	
Total Disbursements	$59,250.00		$54,765.18	
Estimated excess Disbursements over Receipts		2,600.00		
Excess Receipts over Disbursements				4,489.56
NON-BUDGET RECEIPTS				
Chapter dues received			$26,695.58	
Rental grant			2,016.66	
Federal taxes, etc., withheld from employees (Social Security, Victory, Income and Hospitalization)			3,306.52	
Total Non-Budget Receipts			$32,018.76	
NON-BUDGET DISBURSEMENTS				
Chapter dues disbursed			$26,695.58	
Rent against grant			2,016.66	
Payment of Federal Taxes, etc., withheld from employees			3,278.39	
Total Non-Budget Disbursements			$31,990.63	
Excess Non-Budget Receipts over Disbursements				28.13
BALANCE OF CASH, DECEMBER 31, 1943		$3,149.60*		$10,267.29

* Estimated balance.

NOTE: At December 31, 1943, the Association had $425.00 on deposit with Transcontinental & Western Air, Inc., in connection with an Air Travel Plan, and had liabilities of approximately $600.00 for various current bills unpaid at that date. The books of the Association for 1943 were audited by *Haskins & Sells*, Certified Public Accountants.

1944 BUDGET

The following budget for the year 1944 was adopted by the National Board March 3, 1944. Various changes approved in the set-up of the budget are explained below.

Cash Balance, January 1, 1944		$10,267.29
Refund of T.W.A. deposit		425.00
Adjusted Cash Balance, January 1, 1944		$10,692.29
Reserve Fund		500.00
Operating Balance, January 1, 1944		$10,192.29
Receipts		
Membership Dues	$58,650.00	
Additional Contributions	150.00	
Publications	500.00	
Miscellaneous	200.00	
Total estimated receipts	$59,500.00	
Disbursements		
Salaries	$34,620.00	
Office Expense	9,200.00	
Social Security Taxes	1,200.00	
Committee Costs	10,400.00	
Travel $8,400.00		
Materials 2,000.00		
Staff Travel	3,000.00	
Publications	4,500.00	
COMPASS $4,000.00		
Other 500.00		
Conferences	1,200.00	
Incorporation	500.00	
Total estimated disbursements	$64,620.00	
Excess disbursements over receipts		5,120.00
Addition to Reserve Fund		500.00
		$5,620.00
Estimated Operating Balance, January 1, 1945		$4,572.29

Notes on 1944 Budget:

The balance of cash as of January 1, 1944, has been broken down to show an unappropriated reserve of $500 in accordance with National Board action in October 1943 setting up a Reserve Fund of $1,000—$500 to be appropriated from the 1944 beginning balance and $500 to be appropriated from the 1945 beginning balance.

Committee Costs: Includes an item of $2,000 covering Committee Materials, i.e., reports, minutes, material distributed to chapters, etc. This $2,000 item was formerly carried as part of Office Expense as "Promotion". The Office Expense item, therefore, in the 1944 budget has been reduced from an original figure of $11,200 to $9,200.

The Publications item in the 1944 budget includes the cost of printing and mailing THE COMPASS. Formerly THE COMPASS was shown as a separate item.

Incorporation: The appropriation of $500 for cost of incorporating the Association in New York State and giving up corporate status in Maine was not spent in 1943 and therefore has been carried over into 1944.

LETTER FROM THE TREASURER

***Paul L. Benjamin,** Treasurer of the Association, analyzes some of the trends indicated by the report on 1943 finances and the budget for 1944. The Treasurer's informal letter to the membership in the March 1943* COMPASS *brought so many responses that Mr. Benjamin decided again this year to use this means for reporting on significant aspects of Association finances.*

Dear Member:

I am glad to tell you that the financial situation of the Association is better than we anticipated it would be when the 1943 budget was adopted in February last year. At that time we estimated that 1943 income would be 9 per cent less than 1942 income. However, income during 1943 held up better than we expected and the decrease over 1942 worked out at about 4 per cent. We ended the year with a cash balance of $10,267.29. It is many years since the Association has had such a sizeable balance but there are several factors for the membership to keep in mind about that balance. In the first place we carried over into 1943 a balance of $5,749.60—the result of rigid economies and reduced professional staff.

Perhaps I don't need to remind you that until Mr. Anderson became the Executive Secretary in May 1943, committee work and field service had been at a standstill. There was no Delegate Conference in 1942 or 1943. While I believe filling the post of Executive Secretary was the most important single reason for the upward trend in Association affairs in 1943, I want to emphasize that the dynamic program now being carried forward will, and should, cost money. There will be a Delegate Conference in Cleveland on May 19, 20 and 21 immediately preceding the National Conference of Social Work. Important program committees are at work. Mr. Anderson has already visited some twenty chapters. He is going to the west coast this spring and by the end of 1944 he will have visited many more chapters.

One of the most interesting reasons for curtailed income is not shown on the financial statement. That is cancellation of dues for members given special member status. The total of national income involved in 1943 was $2,375.50. Of this amount, $2,040.00 covered cancellation of dues for members in the armed forces. Other reasons for special member status are illness, involuntary unem-

(Continued on page 32)

ASSOCIATION FINANCES

(Continued from page 31)

ployment, and full time study at a school of social work.

For 1944 the National Board has approved an expenditure budget of $64,620.00. This is an increase over the $59,250.00 approved for 1943, and is about $5,000 greater than expected income in 1944. An important step taken by the Board last October was to establish an unappropriated reserve. A beginning was made by allocating $500 at the end of 1943 to such a fund, and another $500 will be added at the end of 1944. The operating balance at the beginning of 1945, therefore, is estimated at about $4,000.00. In deciding to approve a budget for 1944 which provides for spending from the balance on hand the Board expected that the upward financial trend would continue and that by the end of 1944, and certainly by the end of 1945, income would equal expenses. In the meantime we believed that the balance should be used to have as full a program as possible without permanent commitments as to additional professional staff. There are serious restrictions in having provision now for only two professional staff in the national office. Also it is not possible because of staff limitations to have as full a committee structure as we need.

A discouraging fact about 1943 was the continued decrease in the number of new members. There were 467 new members admitted in 1943 which was 100 less than 1942 admissions. An encouraging aspect of 1943, however, was the increase in reinstatements to membership and a slowing up in resignations and the number of members dropped for non-payment of dues. We ended the year with a total membership of 10,179, a net decrease of 383 over 1942. This was a somewhat better showing compared with the net decrease of 479 in 1942 over 1941.

We are in a sounder position than we were a year ago. We still have a long way to go but I believe the corner has been turned and that we can lift our sights high.

Sincerely yours,

Paul L. Benjamin, Treasurer

See page 12 for information about 1944 Delegate Conference

PERSONNEL — TRAINING — RECRUITING

(Continued from page 17)

(c) adequate arrangements for systematic follow-up of inquiries.

7. The recruiting program should have as its chief aim the attraction of a greater number of capable men and women into the field of social work. The Wartime Committee on Personnel representing the professional associations considers it appropriate to focus its efforts on recruiting persons for training in schools of social work.

8. Any program of recruitment will reach many persons who are interested but who cannot be considered eligible for employment or for professional training. Every effort should be made to utilize constructively the interest of all the prospects in terms of possible use of the skills the applicant possesses or in a program of interpretation of the profession of social work.

AASSW ANNUAL MEETING

(Continued from page 18)

informal conference on problems of pre-professional social work education on the closing day of the Association's meeting, and joined with the Association at its annual dinner and its closing session, at which Dr. F. Stuart Chapin of the University of Minnesota stressed the importance to social work of recent developments in the social sciences.

The agenda of the undergraduate conference, which was planned by Marietta Stevenson of the University of Illinois, chairman, Esther Twente of the University of Kansas and James Peeling of Butler University, included a discussion of the Association's report on pre-professional education and addresses by Karl de Schweinitz, Training Consultant, Social Security Board, and by Harriett Bartlett, chairman of the Wartime Committee on Personnel. Action of the informal conference included a resolution requesting the Association to sponsor further such conferences of undergraduate colleges on a nation-wide basis, requesting field and consultative services to institutions concerned with pre-professional education on the same basis as these services are available to graduate schools of social work.

The Association is looking forward to another year of progress and to an expanded program under the leadership of Gordon Hamilton of the New York School of Social Work who was re-elected President.